



Candidate Information Pack
**Pastoral and Achievement
Support Assistant**

July 2026

Appointment for September 2026

36 Hours per week, Term Time only, Outer London Pay Scale (H05)

For further details and an application form, [click here](#).

An early application is advised, as we reserve the right to close the vacancy early if sufficient suitable applications are received.

If you are interested in learning more about the school and the role, we invite you to contact us to book a time to visit.

Thank you for your interest in working at Park High School.

Park High is a school of character and opportunity. Visitors to the school recognise its caring and harmonious ethos providing our students with the opportunity to truly be themselves. Having high standards and aspirations for all our students from day one, allows them to flourish both academically and personally throughout their seven years at the school.

Introduction

We are looking for an enthusiastic and experienced Pastoral and Achievement Support Assistant to join our thriving school. This is a fantastic opportunity for someone looking to further their career, who is passionate about making a lasting impact on our young people.

We can offer:

- An exciting learning environment where challenging, innovative and engaging learning is at the core of all we do.
- An award-winning vibrant school which continues to achieve extremely high standards, both in Harrow and beyond.
- A genuine and active pursuit of well-being for all members of our community.
- Outstanding outcomes with a significantly positive Progress 8 score and zero NEETS.
- Students who exhibit excellent behaviour for learning and a desire to acquire knowledge and improve themselves.
- A supportive, enthusiastic and inspiring team within which to grow and develop.
- An opportunity to develop your craft of teaching across three Key Stages.



Pastoral and Achievement Support Assistant Job Description

This job description forms part of the contract of employment of the successful applicant. The appointment is subject to the conditions of employment of Teachers contained in the School Teachers' Pay and Conditions document and other current educational and employment legislation.

Responsible to: Head of Year / Senior Leadership Team Link

Working with: Students, parents/carers, teaching and support staff, external agencies and other professional partners.

Year Group Allocation: This post may be based within any year group from Year 7 to Year 13. The role is subject to change according to the needs, priorities and context of the allocated year group. Specific year groups may require additional duties, responsibilities or activities in line with the grading of the post.



Job Purpose:

- To offer a high level of support, care and concern for individual students, enhancing their sense of wellbeing, security, self-esteem, confidence and safety.
- To support Senior Leadership Team (SLT), Heads of Year and other relevant colleagues in tracking student progress and supporting behavioural, emotional, social and attendance needs.
- To carry out a range of pastoral, achievement, administrative and student-support tasks that promote engagement, inclusion, positive behaviour and improved outcomes.
- To contribute to the smooth running of the allocated year group, recognising that duties may vary depending on whether the post is based in Years 7, 8, 9, 10, 11, 12 or 13.

Key Tasks and Responsibilities

Pastoral Support, Behaviour and Inclusion

- Provide support for students whose challenging behaviour, personal circumstances or additional needs impact on their learning and/or the learning of others.
- Support the consistent application of school policies relating to behaviour, conduct, attendance, punctuality and inclusion.
- Investigate, record and help address absence and lateness concerns with allocated students, working with the Head of Year, home and external agencies where appropriate.
- Contribute to investigations into incidents of misbehaviour, liaising with students and staff, informing parents/carers and keeping Heads of Year informed of actions and outcomes.
- Prepare for and support the administration and monitoring of pastoral support programmes, reintegration meetings and similar support arrangements.
- Support the induction of new students throughout the year, including preparation for initial meetings with the student and parent/carer.
- Attend meetings with parents/carers, including outside normal school hours when required.
- In the absence of the Head of Year, assist the SLT link in supporting the organisation and smooth running of the year group.

Achievement, Progress and Intervention

- Support Heads of Year and SLT in tracking student progress, engagement and achievement, identifying areas of concern or underachievement.
- Assist with the annual reporting process for the allocated year group, taking a proactive approach to producing accurate reports and profiles.
- Track and monitor relevant interventions, including Pupil Premium interventions, and contribute to the updating of provision maps as required.
- Support academic tutoring, review days, parent consultation evenings, celebration assemblies and other activities designed to improve student progress and achievement.
- Manage reports for students placed on report by Heads of Year, monitoring completion, patterns, outcomes and progress, and advising Heads of Year accordingly.

Administration, Records and Communication

- Maintain accurate student records and provide information on students as requested by the Head of Year, Leadership Team, Governors and relevant external service organisations.
- Use school systems to record pastoral, behavioural, attendance and intervention information accurately and in a timely manner.
- Support administrative tasks connected to pastoral care, achievement monitoring, meetings, student profiles, communications and year-group operations.
- Communicate professionally and effectively with students, parents/carers, staff and external partners.

Detentions, Exclusions and Reintegration

- Manage and oversee student attendance at internal exclusions, lunchtime detentions and after-school detentions, investigating non-attendance where necessary.
- Escort students to designated detentions or supervised provision as required.
- Monitor students on external exclusion, including liaison regarding work sent home and communications with parents/carers.
- Support reintegration processes following exclusion, absence or other significant pastoral concerns.

Year Group Activities and Variable Duties

- Assist with the coordination of year-group specific activities and key events, including transition, options processes, examinations, work-related learning, careers activities, graduation, celebration events or post-16 processes where relevant.
- Recognise that the role may be allocated to any year group from Year 7 to Year 13 and that responsibilities will be adapted to meet the developmental, pastoral, academic and operational needs of that cohort.
- Undertake additional year-group specific duties where required, provided these are appropriate to the grade, purpose and level of responsibility of the post.
- Carry out any other reasonable tasks as required by the Headteacher or designated senior leader, commensurate with the grading of the post.



Indicative Year Group Focus

The following examples illustrate how the focus of the role may vary by year group. This list is indicative only and does not replace the key tasks above.

Year Group	Indicative Additional Focus
Years 7–8	Transition from primary school, routines, belonging, attendance, punctuality, friendship issues, early intervention and parental engagement.
Year 9	Options preparation, engagement, behaviour for learning, emerging safeguarding or wellbeing concerns and preparation for Key Stage 4 expectations.
Years 10–11	Examination readiness, controlled assessment/coursework routines where applicable, attendance to lessons/interventions, behaviour, study habits, reporting and reintegration.
Years 12–13	Post-16 attendance, independent study routines, wellbeing, retention, punctuality, destinations support, Bursary, UCAS/apprenticeship/employment related administration where appropriate, and support for sixth-form events.

Communication, Marketing and Liaison

- Communicate effectively with parents and carers as appropriate.
- Liaise constructively with colleagues, external agencies and partner schools to support curriculum development and student outcomes.
- Contribute to marketing and liaison activities such as Open Evenings, Parents' Evenings and transition events.
- Ensure that all communications are in line with school policy.

Personal Responsibilities:

- To play a full part in the life of the school community, to support its distinctive mission and ethos and to encourage staff and students to follow this example.
- To support the school in meeting its legal requirements for worship.
- To actively promote school policies and procedures.
- To be responsible for own continued professional development.
- To comply with the school's Health & Safety Policy and undertake risk assessments as appropriate.
- To be courteous to colleagues, visitors and telephone callers and provide a welcoming environment.
- To undertake duties at break times.
- To attend meetings scheduled in the school calendar punctually.
- To set cover work during any leave of absence.
- To adhere to the school's Safeguarding Policy.

Notes:

- The above responsibilities are subject to the general duties and responsibilities contained in the statement of Conditions of Employment.
- This job description allocates duties and responsibilities but does not direct the amount of time to be spent on carrying them out and no part of it may be so construed.
- This job description is not necessarily a comprehensive definition of the post.
- It will be reviewed at least once a year, and it may be subject to modification or amendment at any time after consultation with the holder of the post.
- The duties may be varied to meet the changing demands of the school at the discretion of the Headteacher.



Person Specification

We will be looking for the following:

Experience

- Experience of supporting staff and individual students, including students who may present challenging behaviour, preferably in a high school setting.
- Experience of supporting and understanding the complex needs of vulnerable students.
- Experience of working with parents/carers and, where appropriate, external agencies or professional partners.

Knowledge and Understanding

- Understanding of how a school addresses inclusion in relation to attendance, punctuality, behaviour, engagement and student wellbeing.
- Knowledge of successful strategies that remove barriers to learning and promote positive behaviour and engagement.
- Understanding of how data can be used to monitor progress and identify areas of underachievement or concern.
- Understanding of how to meet the diverse needs of children and young people.
- Knowledge of equal opportunity, race equality and cultural diversity.
- Knowledge of safeguarding and child protection requirements.

Skills and Abilities

- Ability to prioritise and manage time effectively.
- Ability to build and maintain appropriate professional relationships with students, parents/carers, staff and external partners.
- Ability to form and maintain appropriate relationships and personal boundaries with children and young people.
- Ability to work under pressure and meet deadlines.
- Effective communication skills equivalent to at least Level 2, including English GCSE or equivalent.
- Good decision-making, interpersonal, organisational and IT skills, particularly in relation to data handling and record keeping.
- Ability to work as part of a team and use initiative when appropriate.

Personal Qualities

- Adaptability, reliability and integrity.
- Energy, enthusiasm, initiative and perseverance.
- Commitment to educating and supporting students of all abilities and from diverse backgrounds.
- Commitment to ongoing professional development.

History of our School

Park High is an 11-18 mixed multi-ethnic comprehensive school of almost 1500 students, situated in the London Borough of Harrow. There are very high achievement levels and excellent facilities.

Park High School opened 29th August 1939. Originally as two schools Chandos Girls School and Chandos Boys School. Both Schools closed shortly after, as on 3rd September 1939 Prime Minister Chamberlain declared war on Germany, and it was announced: "all schools should be closed until further notice."

On 23rd October 1939 the school was operational once more. On the reopening of the school student numbers were limited until adequate protection could be provided. The Anderson shelters which were built now reside under the 'grassy knoll' beside the English block; these were concrete shelters five or six steps below ground level, each shelter holding two classes and two teachers. As raids became more frequent, more lessons were delivered by the teachers in the shelters, using the back of the toilet doors as a blackboard.

Chandos Girls School and Chandos Boys School continued to co-exist and provide education until 1974 when they were amalgamated and became Park High School.

In 2007 we welcomed our first sixth formers in a Harrow schools' response to the movement of post 16 young people out of Harrow.

In 2010, our first cohort of Year 7 students arrived, as Harrow joined other boroughs nationally in removing middle schools from the system.

In August 2011 Park High converted to an Academy status.

We have partnered with Challenge Partners, a national network of schools and trusts committed to reducing educational inequality. In particular, we work closely with the Chrysalis Hub, who provide us with training and bespoke programmes to support whole school improvement.-school improvement.

We have been awarded three prestigious Areas of Excellence in SEND, CEIAG, and CPD, and were judged to be Leading in all areas in our most recent Quality Assurance Review. These accolades highlight our dedication to providing an inclusive, aspirational, and forward thinking education for every student.-thinking education for every student.

Our latest Ofsted inspection 2024 found us to be 'GOOD' in all areas.



Values and Ethos

Our Vision

To inspire young people to be confident and successful learners who contribute positively to society as responsible citizens.

Our Ethos

Investing in each other to be the very best we can be.

Our Character Virtues

Resilience: *“The ability to recover quickly from struggles and setbacks.”*

Integrity: *“The ability of having and following strong moral principles.”*

Curiosity: *“The ability to be eager to know or to learn something new.”*

Teamwork: *“The ability to work with others effectively and efficiently.”*

Compassion: *“The ability to show care and concern for others.”*

We use these terms as part of our daily language and encourage their use in classrooms by using the praise points system. These Character Virtues underpin everything we do at the school and are seen across all areas of the Academy.

School Priorities

Adaptive teaching: *Every teacher is an expert in their subject. All planning must be underpinned by adaptive teaching and learning strategies to meet the needs of every student.*

An inclusive school: *All staff are precise in the identification and removal of barriers to learning for individual students.*

Intentional and precise leadership at all levels: *Leaders at all levels are responsible for driving school improvement. They are accountable for empowering those they lead and the outcomes for students.*

“Pupils, and students in the sixth form, at Park High are welcoming and polite to visitors. They show respect to the adults who work with them and consideration towards each other. They understand and embody the school’s ‘character virtues’ of curiosity, integrity, resilience, teamwork and compassion. They are helped to be the best version of themselves and expected to achieve well, which most do.”

Ofsted 2024

Investing in each other to be the very best we can be.

The Park Way of Teaching and Learning

To ensure all our classes are up to the highest standards, and students and teachers know what is expected of them, we developed the 'Park Way' of teaching.

A key part of The Park Way are The 5 Cs:

Creativity & Challenge

- Lessons should be planned to impart new knowledge, stimulate the student's intellectual curiosity, and create a lifelong love for learning through **creative** teaching.
- New knowledge should be delivered with clarity and in manageable chunks.
- Set a range of challenging (not extension) tasks which extend and deepen learning.

Checking for understanding

- Make sure that students have a clear understanding of what success looks like through modelling strategies, e.g. I do - We do - You do.
- Actively use effective formative assessment to **check** for understanding; encourage all students to think; demonstrate knowledge; and inform teaching. For example, cold calling, whole class and higher order targeted questioning.
- Ensure that students receive specific and timely feedback that promotes progress and to which they respond in green pen.

Communication

- Ensure that students' literacy is addressed, whether in written **communication** or developing their oracy.

Context

- Lessons should be inclusive and accessible to all students, taking into consideration individual learner needs and context.
- Effective deployment of support staff to support students' progress, based on expert knowledge of their needs.

Character

- Promote the Park High **Character** virtues: Integrity, Resilience, Curiosity, Compassion & Teamwork.



"The 'Park Way' is embedded. Students know their learning routines. They behave very well and are respectful."

Challenge Partners 2024



Pastoral Role

All staff are involved in the tutorial system, most as tutors with tutor groups. This is an important part of our work.

We are committed to the delivery of Personal Social Health Citizenship & Economic Education (PSHCEe) which all teachers as tutors are expected to teach. As part of a whole-school approach, PSHCEe develops the qualities and attributes students need to thrive both as individuals and members of society. We have a high-quality provision of PSHCEe at Park High which has been recognised nationally.

Extensive support and CPD is provided for practitioners of the subject. Teaching this subject provides an invaluable opportunity to further develop your pastoral provision as a tutor, in addition to growing professionally by participating in the delivery of our outstanding provision.

Staff Benefits

At Park High School, we recognise that our employees are our greatest asset, and we take pride in offering a comprehensive range of benefits designed to support your wellbeing, professional development and work-life balance:

- Teacher Pension Scheme with an employer contribution of at least 28.68%.
- Paid lunchtime duties with a free lunch
- Comprehensive CPD programme
- Own laptop for all teaching staff
- Comprehensive support and mentoring programme for ECTs
- Collaboration with local high schools
- Cycle to work scheme.
- Staff well-being and counselling service
- Annual Staff Voice
- Staff social committee

Staff Development

Park High School recognises that its staff are our greatest resource and so we invest time and effort into everyone's professional development. We offer an extensive programme of professional development, which offers a whole range of opportunities for colleagues to develop their potential within and beyond Park High School. Recent visitors to our in-house offer include Ross Morrison McGill, Isabella Wallace and Martijn Van der Spool. Professional development underpins all our work.

"Quality assurance, continuing professional development and performance development all work together well. Training is high quality and often personalised. There is an impressive suite of in-house training resources and these match school values and priorities."
Challenge Partners 2024

Staff development is highly regarded, and we have strong partnerships with universities and other higher education institutions and we actively support our staff in pursuing Master's and other higher qualifications.

Equal Opportunity

We are an equal opportunities employer, recently achieving the Bronze Equalities Award by EqualTeach in recognition of our commitment to equality of opportunity and to providing a service and following practices which are free from unfair and unlawful discrimination.

The aim of this policy is to ensure that no person receives less favourable treatment on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy or maternity, race, religion or belief, sex or sexual orientation, or is disadvantaged by conditions or requirements which cannot be shown to be relevant to performance. It seeks also to ensure that no person is victimised or subjected to any form of bullying or harassment.



Safeguarding

"Pupils are kept safe. They can identify trusted adults and know who to go to for help if they need it."

Ofsted 2024

The school is committed towards safeguarding and promoting the welfare of all pupils and young people under the age of 18. This commitment includes:

- preventing maltreatment and/or abuse
- preventing their health or development being detrimentally impacted
- providing safe and effective care in School
- taking positive action to enable each pupil to succeed.

We recognise that the treatment of a pupil during their learning years can have a significant impact on their future. Every member of the school, from governors to support staff, has a role to play in providing pupils with the best possible grounding for their personal and educational development.

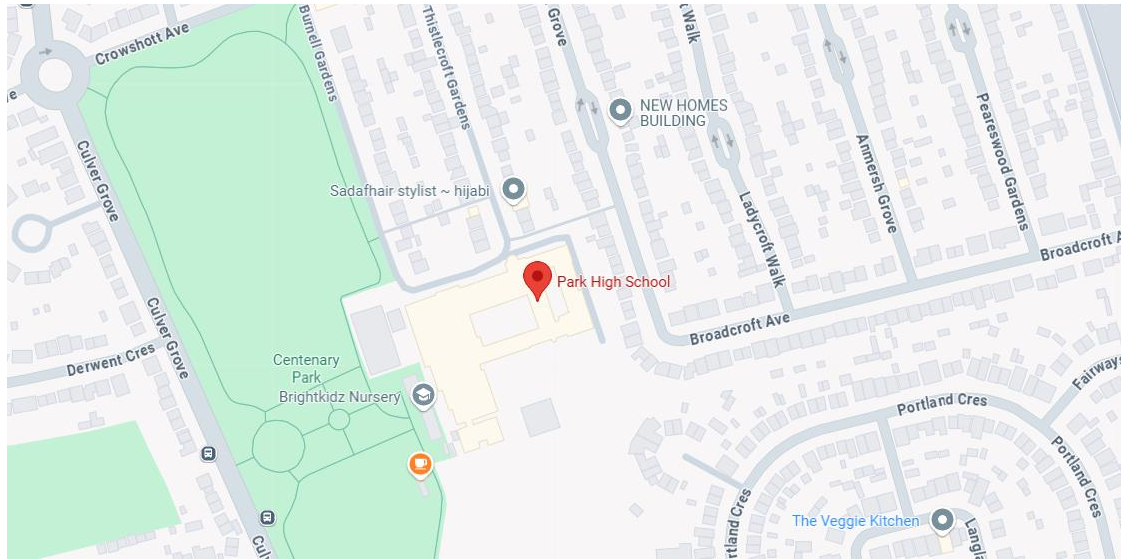
We are committed towards implementing a high standard of behaviour and conduct within our school. This policy applies to every member of staff working or volunteering within the school.

The school is committed to safeguarding and promoting the welfare of children and young people, and the successful applicant must provide satisfactory references and will be subject to an enhanced Disclosure and Barring Service check.



Investing in each other to be the very best we can be.

Getting Here



By Car

There is no visitor parking on site. You can park on the surrounding roads but please be mindful of our neighbours. We operate a one-way system so please approach the school via Burnell Gardens and exit via Thistlecroft Gardens.

Please note Harrow Council have introduced ANPR cameras at the beginning of Burnell Gardens and Thistlecroft Gardens, the restrictions are in place from 8.15am to 9.15am and 2.30pm to 3.30pm.

By Tube

Canons Park on the Jubilee Line is the nearest tube station with a 20-minute walk to the school (or take the No. 79 bus towards Alperton).

By Bus

79 bus to Honeypot Lane (Wigton Gardens)

324 bus (Hail & Ride) to Culver Grove

114 bus to Streatfield Road (Kenmore Road)

186 bus to Wemborough Road (Abercorn Road)

All followed by a 5-minute walk.

Headteacher: Mrs Colette O'Dwyer

Park High School

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